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## GRAMMAR:—A FEW HINTS TO YOUNG TEACHERS.

MUCH time has been devoted, in most schools, to the subject of Grammar; yet the real attainments of pupils, for all practical purposes, have been very limited and unsatisfactory. In this branch, more than in any other, have pupils been allowed to repeat words, definitions, and rules, which were to them but empty sounds,—meaningless expressions. In many cases, scholars have committed to memory the entire contents of a text-book without gaining any true knowledge of language or grammatical science. Words are too often learned and repeated on the recitation-seat, without imparting any definite ideas. "What is a vowel?" asked a teacher of a girl. "A vowel is an articulate sound," was the ready answer, in the language of the book. "And what is an *articulate* sound?" "A melodeon," answered the girl. To her mind, a vowel was but another name for a musical instrument.

Some of the most discouraging cases you will meet with will be those in which pupils have "been through the grammar," and learned little but words. Professor Russell names a case in point. "A boy, who had studied Grammar a long time, got tired of it, and did not want to go over the definitions again under the guidance of another teacher. To test him, the teacher said: 'Do you think you understand all that you have studied?' 'Yes, Sir; I know it all.' 'Well, here is the definition of an indefinite article; what is that?' 'A or

*an* is styled the indefinite article, and is used in a vague sense; in other respects indeterminate.' (So he learned from his grammar.) 'Do you understand that fully?' 'O yes, Sir.' 'Will you tell me what "styled" means?' 'Why, it means something sort of grand, stylish.' 'What does "article" mean?' 'It means,—why, it means anything that we see.' 'What does "vague" mean?' 'don't know, Sir.' 'Well, what does "indeterminate" mean?' 'Being very determined about it, Sir.'

And yet this lad, like hundreds of others, had a sort of impression that he knew all about Grammar, and felt it almost derogatory to his standing as a scholar, to have his attention called to it as a suitable branch for him to study. If you meet with such a case, as you undoubtedly will, your first effort must be directed to convincing the pupil that he does not comprehend the subject. This will be no easy task, and yet it must be accomplished. You must strive to convince him both of his lack and need of knowledge, before you can expect to have him study with a will.

The proper age for commencing the study of Grammar will depend on circumstances. Many lessons may be given to very young pupils. The parts of speech, kinds of sentences, and many other points may be treated of in a familiar style of oral lessons by the teacher, and much information may be imparted to pupils of the ages of eight or nine years, before they take the text-book. The "when" to commence, therefore, will depend much upon the "how" of commencing. The very youngest pupils should have the benefit of correct examples of speech. But it would be better that the study of Grammar never be commenced, than to have it improperly treated.

We wish to caution you against the tendency, on the part of scholars, to learn words only, and also to give you a few hints on teaching Grammar. Mr. Tower, in his preface to a valuable work entitled "Grammar of Composition," uses the following sensible and truthful language: "English Grammar has been defined as 'the art of speaking and writing the English language correctly': and this definition has been accepted and retained by grammarians, notwithstanding it has become a matter of public notoriety that pupils may excel in Grammar and 'parsing,' as taught in our schools, and yet be unable to form grammatical sentences, either orally or in writing. Where, then, is the fault? in the definition, or in the method of teaching? In the latter, we fully believe. The very fact that it is an *art* shows the absurdity of supposing that it can be acquired with-

out practice. Who ever became a skillful musician simply by studying the principles and rules of music?"

If teachers would regard the truth contained in the brief extract just made, it would be sufficient. And yet, for years and tens of years, a sort of word-repeating and formal round of technical parsing have constituted the sum and substance of Grammar in many of our schools, though within the last ten years the study has been more wisely taught by most good teachers. Most of our suggestions, at this time, will be directed to giving the subject a more practical bearing.

*Be careful to speak correctly yourself, and require your pupils to do the same.*—This is all important. If, in all your conversation, your commands and requests, you speak with propriety, you will, as it were, be a living Grammar to your pupils. Your example will be felt for good. On the other hand, if you are careless in the use of language, and are guilty of frequent grammatical inaccuracies, you can hardly hope to have your pupils speak correctly. One great difficulty in the way of teaching Grammar is, that the pupils out of the school-room often hear expressions and language at variance with any correct standard. If all persons were in the habit of "speaking the English language correctly," the teacher's effort to impart instruction in the school-room would be far more successful. But every pupil has twofold instruction,—that in the school-room and that outside the school,—and often the two are directly antagonistic in their influence and results. This point is not duly considered, and the faithful teacher is often charged with errors or defects in his pupils, which are, in no true or just sense, chargeable to him.

Let us suppose a portrait-painter undertakes to perfect the likeness of some person. During a part of the hours of each day he devotes his time and skill, most assiduously, to make the painting life-like and accurate. Faithfully and well he performs his part, making no errors, but constantly developing true shades and right points. Every touch is made at the right time and in the right place and manner. Now suppose this unfinished painting should be daily brought in contact with those who are no artists, and that each should give a touch with his own unskilled hand. It would be easy to predict the result. And yet the teacher's work is thus exposed and tampered with; and in no point does it suffer so much as in that under consideration. Be sure that the errors of the street find no countenance in the practice of the school-room. "Speak correctly" yourself, if you would hope to have your labors in teaching Gram-

mar successful, and insist on correct speaking on the part of your pupils. By the exercise of care and judgment, you will soon succeed in creating a sort of popular school-sentiment in favor of the right; and when you have secured this, your success will be sure.

*Make your teaching thorough and clear.*—One of the most common errors has been that of attempting to advance too rapidly. The pupil's mind is often so perplexed with the variety before him, that he receives no definite and accurate view of any one topic. We have known a class of beginners, who have been required to give the definitions of all the parts of speech at a single lesson. Of course they could not receive any clear impression of either. The result would naturally be vague and confusing. Suppose one individual should attempt to enlighten a friend in relation to the trees in a dense forest, not one of which was known to the second party. The two enter the forest, and the first, as they pass rapidly along, says to his friend, "This is an oak; this, a pine; this, a hickory; this, a hemlock; this, a chestnut," &c., without any attempt to point out the distinctive peculiarities of each, and not even allowing time for the learner to take a fair look at each tree as its name is given. How many such forest walks would it require to give to the man the needed information? Yet a course equally unreasonable has often been taken with beginners in Grammar. See that you commit no such error. From the beginning teach one thing at a time, and teach that thoroughly. Make one step familiar before another is attempted.

In teaching the several parts of speech, deal with one singly at first, and dwell upon it until the class understands it. The old definition of a noun was as follows: "A noun is the name of anything that exists or of which we have any notion: as, London, man, virtue." We have heard this repeated scores of times, when we were satisfied that those who gave the definition had not the slightest correct "notion" of the part of speech defined. To them a noun was "London-man-virtue,"—but what "London-man-virtue" was they knew not. Most of the Grammars of the present day define a noun as "the name of an object,"—and yet even this may be repeated and not be understood. We have, in many instances, known pupils to confound the object with its name. The word *book* is a noun, but not the book itself. See that your pupils discriminate and after using proper effort to make the point plain, call upon them for a list of nouns. Ask them to give you the names of all the objects in the school-room, and write them as they are spoken. The list may be something as follows: "Desk, chair, book, stove, inkstand, pencil,

slate, pen, window, floor, wall, nail, hat," etc. They may also be called upon to give the names of objects that they have seen on their way to school. Continue exercises of this kind, requiring your pupils to write them upon their slates, until they are fully comprehended. The same course may be pursued to explain what is meant by "common and proper," as applied to nouns. Require the pupils to make lists of each until they shall be able to do so with promptness and correctness. Number, person, gender, and case, may be taken in the same manner. If a term has been properly explained, require your pupils to give a practical illustration by some written exercises. After the noun and its several modifications have been treated in the manner alluded to, your class will be prepared to write sentences in answer to the following:—

A sentence containing one Proper and two Common nouns.

A sentence with a Proper noun in the nominative case and two Common nouns in the objective case and singular number.

A sentence with two Common nouns,—one in the nominative and the other in the possessive case.

A sentence with a Proper noun in the nominative case, masculine gender, and a Common noun in the plural number, objective case, and feminine gender.

These exercises will please the pupils, and they should be continued until the several points and modifications are made perfectly plain.

The same general plan may be taken with the several parts of speech and their various modifications. Have every definition followed by some written exercises illustrative of the same. The different kinds of sentences may be explained in the same manner.

On the subject of Grammar, important as it is, it is hardly necessary that we should enlarge. The hints we have already given will be of some service if duly regarded. On many points teachers differ in opinion. A score of years ago most of the grammatical exercises consisted in the parsing of words. These were conducted in a manner so set and formal, that but little good resulted from them. The analysis of sentences received no attention. But there has been a change, and now, with many, the old mode of parsing is entirely discarded and analysis substituted therefor. The true course, we think, is to give attention to both methods. Combine the two in practice, and the result will be satisfactory.

Much of Grammar, in its practical use, will enter into the exercise of Composition,—and we would urge you to give much attention to



that branch of the subject. Indeed, in all your attempts to teach the subject do not forget that it is only by frequent practice, that one can reasonably hope to become skilled and ready in "speaking and writing the English language correctly."

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#### A FEW HINTS ON HABITS.

CONSCIOUSLY or unconsciously, you are daily imparting other lessons than those of the text-book, which will prove a benefit or an injury to those under your charge. Influences of some kind you must and will daily impart. See to it that they are of the right kind. Do not, for a moment, imagine that your pupils have received all that is due from you when you have heard them "say their lessons." By word and example you must give to them many a lesson not given in their text-books. Your constant effort must be not only to make them proficient in their book-lessons, but also to do what you can to promote correct habits of thought, expression, and action. In the main your example and expressed opinions must do the work in this direction. Be sure that your example is a worthy one, and also that your views are correct in themselves, and clearly understood by your pupils. Consider that when a few brief years shall have passed away, the boys and girls now under your training will be men and women,—acting their parts in the great drama of life. How those parts shall be acted depends, in a great degree, upon the instructions and impressions they receive from you,—their teacher. Constantly and earnestly, then, try so to train and influence them that they will become men and women in the highest and truest sense,—ever acting well their parts, and diffusing good to all around them. In an important sense teachers reproduce themselves in their pupils,—and what they are their pupils will become. Aim, therefore, to teach them such lessons as they will most need when they become men,—such as will tend to make them good citizens, agreeable associates, faithful in the discharge of every duty that may devolve upon them.

We wish, more particularly, to call your attention to a few points to which you should direct attention frequently, as tending to the formation of habits which are alike essential to happiness and usefulness. In many cases your known and clearly expressed views in relation to these habits will be sufficient. But not only express your views, but do all that you can to express them so that they will be

felt, and be sure to have them fully confirmed by examples of the clearest propriety. Precept without example may accomplish somewhat; precept followed by wrong example will often prove worse than powerless,—but precept and example, in harmonious action, will be powerful indeed. How often is the usefulness of one who is eminent for scholarly attainments greatly abridged by the indulgence of some unfortunate or unbecoming habit. In view of this, let me urge you to inculcate, by constant example and precept, attention to the following particulars:—

1. *Regularity.*—It is too true that many pupils in our schools are very irregular in their attendance. Reasons wholly unimportant or quite frivolous draw them from the school-room, and cause them to regard their school duties as of secondary importance. Strive to impress upon their minds the importance of regularity in the performance of their duties. He only is successful as a merchant, mechanic, farmer, or professional man, who applies himself with regularity to the peculiar duties of his calling: he, and he only, can become what he ought to be, as a scholar, who applies himself with undeviating regularity to the duties of the school. Habits of regularity formed here will be felt for good in all subsequent life,—while habits of indifference and irregularity in relation to school duties will manifest themselves for evil in all the business relations of life.

2. *Punctuality.*—The habit of punctuality is as rare as it is important. In all the arrangements of life, inconvenience, and often, loss are experienced from a want of promptness or punctuality on the part of some. In how many of our churches are the exercises interrupted by the entrance of tardy ones? How often are the operations of some committee delayed by the dilatoriness of some member or members? How much annoyance would be avoided in all business operations if all were scrupulously punctual? A certain committee, consisting of ten members were to meet at ten o'clock, and the business was such as to require the presence of all. Nine were promptly on the spot, but the tenth came a half-hour behind the time. As he entered the room he gave a very indifferent apology for his tardiness, when an honest Quaker who was a member of the committee rebuked him in these words: "Friend, thee may have some right to waste thirty minutes of thine own time, but thee certainly has no right to waste two hundred and seventy minutes of the time of those on the committee with thee." Daily inculcate the importance of exact punctuality in relation to every duty and every engagement. If you can train your pupils to exactness in all their school duties and exercises

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you will, at the same time, do much to establish a habit of punctuality. He that is punctual in regard to little things will be so in regard to matters of greater importance.

3. *Neatness.*—Habits of neatness and cleanliness are so essential to our comfort and happiness that no opportunity for urging attention to them should be allowed to pass unimproved. Do what you can, from time to time, to promote a regard for tidiness of personal appearance and apparel, and of care and neatness in the use of books, arrangement of desk, etc. Not only inculcate the importance of having a "place for everything and everything in its place," but also of having all things arranged with a due reference to neatness. Habits of neatness formed in youth will be permanent, but if a lad indulges in careless and slovenly habits during the first twelve or fifteen years of his life it will be almost impossible to eradicate the same. "Good or bad habits formed in youth generally accompany us through life."

4. *Courtesy and Politeness.*—Many a man of high qualifications and rare talents has, in a good degree, been lost to the community on account of a lack of courteousness, or from some forbidding trait of character. True courtesy and politeness,—manifested on all occasions and in an unassuming way, will give to him who exhibits them a most desirable influence and power. Let a regard to these be daily encouraged in your school. Make it one of your requirements that all questions shall be properly proposed, and all answers courteously given,—and also that the entire demeanor of your pupils, not only towards their teacher, but also towards each other, and all with whom they may have to do, shall be in strict accordance with rules of propriety and courtesy. Attention to these particulars in the school-room will be promotive of good order and happiness there, and at the same time tend to establish such habits as will be strong helps to success and usefulness in any department of business. If merchants could realize the difference between a truly courteous boy, and one who is the reverse, the former would always be preferred, and the latter left to seek employment of a different nature. The instances are not uncommon in which a customer is driven from a store by the direct rudeness or lack of politeness on the part of some lad there employed.

Be careful, then, not only to give attention to the cultivation of such habits as we have named, but also to encourage and promote in every suitable way, the formation of all habits that will tend to make good citizens and agreeable associates. Let your aim be not only to teach the lessons of the book, but also to form true symmetry of character

by duly developing every pleasing and desirable trait, and by checking the growth of every habit which may tend to impair one's usefulness, or to lessen one's attractions as a companion or friend. C.

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For the Common School Journal.

### GRUMBLERS AND GRUMBLING.

THERE are persons in this world, whose very existence seems to depend, in a great degree, on the amount of discontent and fault-finding which they can manage to express to others. It seems to be an inherent principle with some, to turn and twist and screw every good action, until, if there is a possibility of so doing, they have found some flaw over which they can be constantly murmuring. All that is pure and truthful, all that is animating and ennobling, is passed by in this overweening desire, this inveterate craving, to find something imperfect. These grumblers are a very peculiar sort of people. You may argue with them never so keenly, you may address them never so eloquently, you may plead with them never so earnestly, and yet, if there be a point upon which you differ from their stereotyped ideas of propriety, your arguments will fall unheeded, your eloquence will be spent in vain, and your earnest pleadings will be sneered at.

It is a noticeable fact that the less a person knows, the more he wishes to *appear* to know. I think it may be on this account, that some people are so fond of criticising the doings of others. If anything is done above the level of their abilities, they at once feel called upon to express some opinion of its merits. Of course they imagine it sounds quite learned to disagree with sentiments above their comprehension, and so they expatiate pompously on nothing, and believe they have said something remarkably smart. That excellent rule given by Dr. Watts in his admirable "Treatise on the Mind,"—not to criticise a thing until you can equal or excel it—is entirely cast aside.

But it is not my purpose to delineate all the varied phases of grumbling, for that were an almost endless task. I wish simply to glance at its connection with teaching and educational progress in general, and perhaps point out some few of the many disadvantages which result from it.



First, then, we have the GENERAL EDUCATIONAL GRUMBLER, who never seems exactly satisfied with any onward steps in the path of improvement. If he attends a Teachers' Institute, he pronounces it "stupid," and straightway loses all improving thoughts which he may have gathered, in his mortal haste to criticise some imagined imperfection. So it is with educational lectures, and other means of improvement,—if they are not strikingly original, and nicely adapted to his particular modes of thought, they are "dull" and "worthless." If Mr. Grumbler reads a Teachers' Journal, (which, by the way, I presume he does *not*,) he is especially vexed if every article is not a mirror of his own ideas, and on a subject for which he has a particular fancy. He seems to imagine—as many readers are prone to do—that the publication was prepared for his benefit alone, and that other readers, however different may be their tastes, have no right to expect anything but what pleases *him*.

Among these general grumblers must be classed those species of the "genus homo," who cling so pertinaciously to the "good old times" of yore, and condemn by wholesale all the newer modes of teaching. One would think, to hear them talk, that the world was perfect "when they were young;" that life's stream glided along untroubled by opposing elements. Every thing that *used to be*, is law to them. They have seen the poor old school house, with its oaken stools, succeeded by a fairer and more commodious structure; they have seen the birchen rod displaced by love's more potent sceptre; they have watched the change in school apparatus, from dunce-blocks, oaken rules, and birchen twigs, to outline maps, and globes, and charts; they have noted the gradual dawning of new ideas, and seen many of their beneficial results; but still they long for the return of the ancient regime, for the discontinuance of Normal Schools, and for the olden methods of teaching, with all their disadvantages. They argue that there has been no improvement, and that all the "new-fangled notions," as they please to denominate them, are worthless. They are blind to all beauties, and seek only for blemishes. But their reasoning falls powerless on every unprejudiced mind, for the great truth stands out in living letters, that EDUCATION IS MORE GENERAL AMONG THE PEOPLE NOW THAN IT WAS FIFTY YEARS AGO.

How vastly much more might be achieved for the progress of truth, if men would cull the good, instead of spending their precious hours in grumbling over the bad. It is perfectly idle to expect the whole world to do as we could wish them to; and equally idle is it

to reject a thing, good in the main, because there are some imperfections about it. Behind almost every rose there lurks a thorn, and so in life's battle, truth and error, beauty and pain, are often strangely mingled. He who gathers the rose, will have rare fragrance shed along his path in life; but he who thrusts aside the flower, and plucks the thorn, will have his bark of life tossed rudely by temptation's waves, ere he arrives at his journey's end.

But, in following out our subject, we come next to GRUMBLING TEACHERS,—and they are by no means scarce. Who has not seen some specimens of this character, and what teacher is there who has not at least *felt*, occasionally, an inherent propensity to make a practical exhibition of this science? A really scolding teacher exerts a most pernicious influence on his pupils. His school-room is noted for its sour looks and wry faces. None of childhood's pure affections are bestowed on him; no silver linings have the sable clouds; no gleams of golden sunlight irradiate his heart with their blessed power. All those bright thoughts and potent influences, which spring from harmony between teacher and pupils, are lost. That teacher who is constantly complaining of his pupils, must not expect to see their moral natures developed and improved. The practice of finding fault for every little foible tends only to strengthen the coarser passions of the child's nature, and causes noxious weeds to grow in the garden of the soul. It discourages him in his efforts to progress in the path of learning, sours his temper, and crushes out those higher aspirations which might make his life-work far purer and more useful. Let us, then, maintain a genial temperament before our pupils, and strive by kindly efforts to lure them onward in the path of right. Thus doing, we shall be far happier in the present, and shall store up bright memories for the future.

Next, and lastly, we have what may be denominated GRUMBLING DISTRICTS. Almost every teacher is practically familiar with this species of grumblers. There is scarce a district that has not some member of the fraternity within its precincts. And one or two enterprising individuals of this character, can usually collect a sufficient amount of gossip respecting the teacher's management, to serve as the basis of an indefinite number of morning calls, wherein sundry "very particular friends" have a detailed account of the wonderful sayings and doings of somebody's "remarkably smart child"—not a very scarce commodity at the present day—who, having been corrected for some misconduct, sees fit to report proceedings in a rather exaggerated style.

Then, again, the grumbling propensities of a district are often manifested when a tax is laid for educational purposes. Oh, what a grievance these school taxes are! What groans innumerable, and sighs unbearable, they cause! How it harrows the feelings, when the "almighty cent" must be spent for such a purpose! Many persons are willing to supply themselves and their families with all home necessities, and even many luxuries, but when it comes to furnishing school apparatus, or repairing dilapidated school houses, the cry of extravagance is at once on their lips. They strain tighter their purse-strings,

"Made of the toughest of tough old hide,  
Found in the pit when the tanner died,"

and clutch their gold with a surer grasp. They forget that a well-stored mind is truer wealth than a well-filled purse. And so they cry out against all improvement, and point back to the olden modes of education, with all their olden results.

If men would only aim to gather some good from every passing event; if teachers would only strive by kindly efforts to win their pupils to paths of rectitude; if districts would only arouse themselves to greater interest in educational progress; if, in short, the whole race of grumblers were extinct, how much more good might be achieved, how much smoother would life's stream glide along, and how many now darksome scenes would be inly illumined by the sunlight of joy.

S. J. W.

WESTFORD, CONN., July 25, 1859.

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#### HUMBOLDT.

[The following sketch of one of the most remarkable men of the present century, will interest many of our readers, and impart information which all teachers should possess.—RES. ED.]

FREDERIC HENRY ALEXANDER VON HUMBOLDT, generally known as Alexander Humboldt, to distinguish him from his brother Charles William Humboldt, was born at Berlin, September 14, 1769, and died in the same city, May 6, 1859, being nearly ninety years old. His father was a soldier of distinction and a wealthy man. Humboldt

was born in the same year with Cuvier, Wellington, Chateaubriand, and Napoleon; Walter Scott, Wordsworth, and Hegel, were born within the next two years. He was left fatherless at the age of ten. His education was obtained at the universities of Berlin and Goettingen, and extended, for special pursuits, at the commercial school of Hamburg. His scientific tastes led him to pay special attention to geology, mineralogy, and mining. In 1790 he traveled along the Rhine to Holland and England, and published, in 1793, "Observations on the Basaltic Rocks of the Rhine." In 1791 he studied mining at the mining-school of Freyberg, and in 1792 was appointed by the King of Prussia, assessor in the mining and smelting department. Soon he went to Bayreuth as overseer of the mines in Franconia, where he introduced many improvements. He was at the same time pursuing other studies. In 1795 he gave up his office, desiring to travel for scientific purposes. He went through Switzerland and into Northern Italy, but the war in that region prevented him from continuing his work there; his purpose was the study of the volcanic rocks and mountains of all Italy. In 1797 he went to Paris, where he became acquainted with Bonpland, whose plans and purposes and tastes were like his own, and who had just been appointed naturalist to a scientific expedition under the command of Admiral Baudin. The war preventing the expedition, the two friends started to travel in North Africa, but could not get farther than Marseilles. Turning aside into Spain, Humboldt was so warmly recommended to the Spanish government, that it granted him permission to travel in the Spanish colonies in America, and promised him assistance. The friends planned to travel for five years. In 1799, (June 4,) they sailed from Corunna, and, escaping the English cruisers, landed at Teneriffe, where they ascended to the crater of Pico to make observations upon the atmosphere. Thence they sailed to South America, arriving at Cumana July 16th. They first explored Paria, visited the Indian missions of that region, and traveled in Spanish Guiana. Then going to Caraccas they explored the valleys, mountains, rivers and lakes of that vicinity, as far west as Valencia. From Porto Cabello they went southward nearly as far as the equator, wandering upon plains (the Llanos,) where the thermometer stood in the shade at 106°—115°, and the vast extent of 42,000 square miles seemed nearly level. Reaching San Fernando of Apure, they began a voyage of 1,500 miles in canoes, upon the Apure, the Guaviare, the Orinoco, and its branches and connected waters. From the western part of the Guaviare they crossed to the Negro, descended it to San

Carlos, then back again by way of the Cassiquiare to the Orinoco, up the Orinoco to Esmeralda, when the hostility of the savages arrested them. Then they went down the Orinoco to its mouth, thence back by land to Cumana; then to Cuba, St. Domingo, and Jamaica. Thence they intended to go to Vera Cruz, through Mexico, to the Philippine Islands, to Bombay, Bassora, Constantinople, and so home again; but false reports respecting Baudin's scientific expedition to Australia induced them to try to join him upon the coast of Peru. Sending their manuscripts and collections to Europe, (a part of the latter were lost by shipwreck,) in March, 1801, they hired a vessel at Batabano, sailed along the coast of Cuba, took observations in the islands called Jardinos, and in the harbor of Trinidad, and went to the mouth of the Zinu, near the Isthmus. Finding that they could not cross the Isthmus at that time, they ascended the Magdalena to Honda, crossed to Bogota, visited the fall of Tequendama, the natural bridges of Icononzo, and the mines; thence westward, crossed the Andes by the pass of Quindiu in September, 1801, and arrived, barefooted, wet, and worn out, in the valley of the Cauca. Resting at Cartago and Buga, they explored the province of Choco, from whose mountains platina is obtained, and the gold region of Quilichao, passing on to Popayan. In this region they climbed the volcano Purace, whose crater is full of boiling water in the midst of snow, and which sends out sulphureted hydrogen perpetually. From Popayan they went by Almaguer and Pasto to Quito, where they arrived January 6, 1802. They spent nine months in that kingdom, climbed the volcano Pinchinca twice, and ascended Tunguragua, Cotopaxi, Antisana, and Chimborazo. Southward, then, by Riobamba, Cuença, Loxa, Jaen, to the Amazon, they embarked upon a raft, and explored the upper part of the stream until their observations connected with those of Condamine. For the fifth time they crossed the Andes, to Truxillo, then went south through the deserts of Peru, to Lima. In January, 1803, they sailed to Guayaquil, and thence to Acapulco. Next to Mexico, by the valley of the Popagayo and by Mescala, where the heat in the shade was  $104^{\circ}$ , and traversing the table lands of Chilpanzingo and Tasco, where the climate is mild, and oaks and wheat grow, in April, 1803, they arrived at Mexico. Here they delayed some months, going out from this city as a centre, through the adjacent country. Next they go through Queretaro and Salamanca to Guanaxuato, and here they stay two months; after which they pass to Valladolid, the capital of Mechoacan, descend to the plains of Jorullo on the coast of the Pacific, were they go to the bottom of the



crater of the volcano which rose in one night in 1759; hence they return to Mexico; and employ themselves in arranging their collections, making calculations upon their astronomical observations, and drawing up their maps and charts. Leaving Mexico in January, 1804, they passed through Puebla, visiting Popocatepetl and Iztaccihuatl, then by Perote to Jalapa and Vera Cruz. After halting at Havana two months, they came to Philadelphia, remained two months more in the United States, and at length, in August, 1804, landed at Havre, having been absent five years and two months.

We have given this outline of the route of this journey, that it may be traced in part by the map, and that the reader may see upon what labor of travel the first great fame of Humboldt was built. During all the weary time the associates were observing the celestial phenomena to determine longitudes and latitudes, observing meteorological phenomena, examining mines and the geological formations, collecting specimens—mineralogical and botanical, entomological and zoölogical—studying the habits of plants and animals, making acquaintance with Indian tribes and investigating their modes of life and their languages, climbing mountains, descending into volcanoes, observing temperatures and barometrical indications and electrical and magnetic phenomena, and analyzing the air in various places, determining the courses of rivers, the position of mountains and ranges of mountains and coasts and islands, and ascertaining the industry and character of the people among whom they traveled. Their botanical collection alone included 6,300 kinds of plants. Humboldt was occupied twelve years in preparing for publication the account of the expedition; it comprises seventeen volumes folio and eleven volumes quarto, and cost two thousand dollars a copy. He resided in Paris, principally, during its preparation, which occupied him till 1817. The work was called "a work of gigantic extent and richness, to which the modern literature of Europe can hardly offer a parallel." The several divisions of it, besides narrating their journey, treat of zoölogy and comparative anatomy, astronomy, mineralogy, magnetism, and botany.

From this time Humboldt lived in Paris till 1826, when he returned to Berlin. He traveled in Italy, England and Germany, and planned a scientific journey to the East Indies and Thibet, for which the King of Prussia granted him a pension of twelve thousand dollars and the necessary instruments; but he finally gave it up. He was appointed a councillor of state, and was sometimes sent on diplomatic missions; but he was an avowed republican, and had no liking for

European and absolutist politics. In 1829, at the special request of the Czar Nicholas I., he made a journey with Gustav Rose and Ehrenberg, into Siberia. The route was about 2,150 geographical miles; it led from Novgorod to Kazan, Ekaterinburg, Tobolsk, Barnaul, Zyrianski, and Bukhtarminsk, even to the Chinese frontier; on the return they came by Ost-Kamenogorsk, Omsk, Orenburg, Astrachan, and Moscow. The journey benefited the Russian government, by giving it information about the Ural Mountains and the character and resources of the country.

In 1831, Humboldt, at the age of sixty-two, began his *Cosmos*, a work presenting his views of the harmony and unity of the universe, and illustrated by the most extensive knowledge of nature and its laws. The first volume did not appear till several years after it was commenced, and we are told that he put the last line to the work on his eighty-ninth birth-day. It has been said of it that "it contains the sum and reason of the knowledge of the most comprehensive mind of the present age."

Of the characteristics of his mind, much may be inferred from the foregoing outline of what he has done. Comprehensiveness, quickness and clearness of perception, the faculty of analyzing, grouping and deciding upon facts ascertained, and great versatility,—these are most noticeable. Everywhere, and at all times he was learning. If disappointed in one object, he gained a new one. Tuckerman has said of him, "If delayed by the events of war from embarking on his American expedition, he occupied himself in ascertaining the height of the central plains of Castile; when becalmed on soundings, he examined the weeds collected on the lead to gain new light for the theory of the coloring of plants; the haze that for many hours concealed from his sight, the Peak of Teneriffe, induced ingenious speculations on the effects of the atmosphere upon vision." While in Havana, he gave his attention to a new mode of boiling cane-juice into sugar, and aided with his counsel in the construction of a new furnace.

Dr. Lieber says that Humboldt read and spoke English and Italian; that he read and spoke Spanish with ease and correctness, and that French was almost as familiar to him as German. He was very social in his disposition, eminently kind, unassuming, never puffed-up by the honors and attention that he received, nor by consciousness of his own great attainments. He was a lover of his race, and looked for a brighter day for humanity; he who had seen so many men, from

the most enlightened to the most savage, was full of faith in the ultimate high destiny of mankind. He took great interest in America and in the progress of republican institutions. He had great abhorrence of slavery. His memory of persons was very tenacious, especially of those who obtained his good opinion, and he never forgot attention or kindness shown to him. The King of Prussia felt a strong personal attachment to him, and his last years were spent at the Prussian court, where a place was assigned for him, every day, at the royal table.

His death was quiet and with little pain, his mind remaining clear to the last. The sun shone into his room, and his last words, addressed to his niece, were, "Wie herrlich diese Strahlen! sie scheinen die Erde zum Himmel zu rufen!" "How grand these rays! they seem to call Earth to Heaven!" I. I.—*Illinois Teacher.*

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#### ORAL INSTRUCTION.

It is becoming a settled conviction among intelligent persons, that any system of instruction which tends to release the pupil from laborious study is radically defective, and can never secure independent thinking and good scholarship. On the other hand, the system which would throw the entire burden upon the pupil, which would exact the letter of the text, in a given subject, which would dispense with instruction, explanation, illustration, and application of principles, is considered no less defective.

The great desideratum is a skillful union of the efforts of the student with such aid from the teacher as may be necessary to a perfect understanding of the subject under consideration. In no sense should the teacher do the work of the pupil. He must be taught to be independent in thought and action, and that he can not, under any circumstances, throw *his* burdens upon the shoulders of his teacher, or any one else. But at the same time, he may and ought to feel that he can apply to his teacher, when an insurmountable difficulty meets him in his course, and that the teacher's duty is to give such instruction, explanation, or illustration, as may be required to meet the difficulties of the case, and present the subject in its true light to the mind of the learner. By oral instruction is not meant the indiscriminate small talk of those who are ever talking, and say little; but quite the opposite. It is the only natural mode of instruction, and has the sanc-

tion of the wisest and best men of ancient and modern times, and the most successful teachers of all ages. MOSES and SOLOMON among the Old Testament worthies, ARISTOTLE, PLATO and SOCRATES among the ancients; but more illustrious still, HE who spake as never man spake, the GREAT TEACHER himself, thus taught. Yet, some speak of oral instruction as a modern innovation, and look upon it with distrust. Such persons either forget, or else never knew, that it is the *only* method by which we can teach children the elements of their education. What can the child do in his first efforts, with simply a lifeless book in his hand? To him all is a "dead letter." The subject needs the living voice, the sparkling eye, and warm heart, which speaks through the "human countenance divine," to the child, and gives inspiration to the learner. Thoughts and feelings thus evoked find a way to the heart, and secure a response in the mind of the child. A common feeling inspires both the teacher and the taught, and the teacher sees his own image reflected from the mirror of the child's soul. Here is nothing superficial, nothing unnatural, but the reverse. It goes into the depths of the heart, secures the best affections of the soul, and thus lays a sure foundation upon which the character is to be built. It unites the inductive in the process of mental development and instruction, in the examination of principles, and the synthetical in the results sought. This method is the opposite of the mechanical, which in reading, for instance, merely calls words by their names, without an expression of the thought represented by the language. When, after the true method, children are taught the meaning of the words in a sentence by the teacher, as he goes on in his lessons, and when the child gets the idea represented, he then in his reading, gives the true expression; he reads well. Now, this is not the result of studying a set of rules, by the child; no, they would have impeded his progress, and induced a mechanical mannerism, which is quite the opposite of nature. In oral instruction, nothing is taken for granted. "Understandest thou?" is the grand idea of the teacher, in every department of study. If you understand, then demonstrate the fact. In the opposite course, there is no systematic instruction. The book is all, to both pupil and teacher. If in reference to the one, the lesson is so learned that it is recited verbatim, the pupil is marked perfect, and he smiles complacently; the teacher also flatters himself that his duty has been faithfully done, and when the report is made to the doating parents, of the "perfect" boy, they felicitate themselves as most fortunate in having such a scholarly son, and laud his teacher to the skies. But let us pause a

moment, and examine this case. The boy has learned his lesson well, so far as memory is concerned. This is proper, nay, indispensable; but may not this be true, and yet he have not the most remote idea of the meaning of the same, or of its use or application. A volume may be memorized and literally recited without an understanding of its truth. A sentence may be parsed, and the rules for the same properly applied, and yet it may be purely a mechanical process. An arithmetical problem may be solved, and the answer obtained, without the power to analyze the same, or give a demonstration of the principles involved in the solution. I have seen a class, that had been through with their arithmetic, and could recite their rules perfectly, unable to solve a common problem in Fractions. When I expressed my surprise at this, and inquired for the difficulty in the case, the reply was, "We don't know the rule by which to work. If you will tell us the rule to which it belongs, we can do it, for we know all the rules of the book by heart!" Of how much value is *such* knowledge?

While books are indispensable, and rules in some cases may be useful, it is clear to my mind that we cannot depend upon these alone. In the early stages of an education, the instruction should be mostly oral. The little one should find in the teacher his book. In the more advanced stages it is not so much required, especially if the pupil has been perfectly initiated and thoroughly taught in the rudiments. If the teacher keeps these considerations in view, and is careful to remember that it is not his proper business to communicate a vast amount of information, and make the head of his pupil a mere "walking encyclopedia," but so to teach that he shall learn how to acquire and how to apply his knowledge in the practical details of everyday life, then he has taught to good purpose. A teacher of this class is a benefactor of his race, and is deserving of the regard and love of mankind.—*From Report of J. W. Bulkley.*

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#### AMUSEMENTS AND SPORTS.

WE are so constituted by our Creator, that more or less of variety and occasional change is necessary, in order to accomplish our work, whether of study or other engagement. Not only so, but our happiness very much depends upon a proper observance of the laws of our being.



One of the tendencies of the day, is to hurry and drive children through with their school course, in the least possible time; to make men and women of them, while they are mere boys and girls. This practice is in direct opposition to nature; it has its origin in that spirit of utilitarianism which measures every thing by dollars and cents. The powers of the young, whether physical or mental, can not be long and severely taxed without suffering and injury. They must have rest, occasional change, and something of amusement or sport, in order to recreate and prepare the body and mind for still more exacting services.

Let a careful observer visit the manufacturing establishments where children are employed at an early age, and for as many hours per day as the adult is engaged, and he will find suffering, that results in disease, and premature old age or early death. Here, the child has no time for recreation or amusement; with him it is work, work, work! And he thus works on through his miserable existence, and dies without having lived through half his days.

Again, take a look into the school, especially the fashionable boarding school. Here, the pupils are taxed as if their strength were equal to that of the strong man of mature mind. The hot-bed process through which they pass makes the precocious scholar, but prepares a candidate for an untimely grave. What shall be done to correct these evils? But one answer can be given to this question. Give these children time for recreation; furnish them with amusements and sports adapted to their age and circumstances. Give them the open air and plenty of exercise. Abandon the idea of shutting them up, at twelve or fourteen years of age, in shops, as apprentices and clerks, that they may earn their own living and assist the family. Confine them not in school for six hours of the day, and require them to study three or four hours at home, to prepare their lessons for school. Send them not out early into the world as "Young Gentlemen," and "Young Ladies," to be corrupted by it, while they are simply boys and girls, who need a wholesome home influence, more than anything else, to instruct them and develop their character.

Reform these evils, and we may then see, instead of the over-worked and sickly child, the pale face and flushed cheek of the precocious scholar, or these puny inflated would-be men and women, who in early youth rush into society, assume positions which older persons only can fill, and contract habits which prevent all improvement, destroy the health and ruin their prospects for life; instead of these, the hardy, well developed child, with vigorous body and active mind,

ready to do his duty and enjoy life; the scholarly, healthy, and intelligent boy or girl, with "a sound mind in a sound body;" the modest, teachable youth, who knows his place and how to fill it; who, notwithstanding he has gone through his school course, does not neglect the means of improvement within his reach, but presses on assiduously in the care and culture of body and mind.

Again, long confinement in school, or in the shop or store, is undoubtedly fraught with evil to the young. We should endeavor to alternate labor or study, with exercise, amusement, and sport, in such a manner as to give a healthy tone to body and mind. Gymnastics, calisthenics, singing, ball-playing, walks in the field, and many other forms of exercise that could be named, would contribute to the same general result. There would be, as a matter of necessity, in relation to any of these, or other forms of recreation, more or less of modification to adapt them to the wants of different localities, circumstances, age, and condition of pupils.

Another form of amusement, practised in some schools, is the "Military Drill," in which the lads are trained according to "Scott's Military Tactics." In this, there is much that is imposing, and well calculated to impress favorably. Here, the uniform appearance, the exact discipline, the prompt obedience, the measured step, the manly bearing, and the inspiring music, all contribute to make a strong impression upon the mind of the beholder. If to these be added the trappings and accoutrements of the soldier, according to the rule "*a la militaire*," then, the picture is still more imposing. But there may be danger here, and while many desirable ends are gained, it may be at too great an expense of time and labor. Not only so, but tastes may be thus acquired, which cannot be satisfied without stronger excitements, and may lead the older boys into military, and other organizations, which are attended with a large expenditure of time and money, and not unfrequently end in dissipation and ruin.

Any amusement, sport, or other exercise, that tends, even the most remotely, to mental dissipation, corrupting associations, vicious tastes, or unmanly habits, can not be regarded but with disfavor. Nor for a moment must they interfere in the least, much less take the place of, those seasons of study and instruction which are indispensable to the scholar. Our children *must labor* in order to learn. All the "helps to study" are worse than useless, if children have not been trained by severe *study*, and by intelligent instruction to independent and vigorous thought. But we must not be too exacting in our requirements. We must not bind heavy burdens, which will cause our children to

stagger under the weight they bear, nor exact the time for study and labor which is indispensable for the rest, exercise, and amusement necessary to the full development of their nature.—*J. W. Bulkley's Report.*

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### THE COMMON SCHOOL.

#### A DAY'S SKETCH.

On! happy place, the Common School!  
Oh realm of mild and gentle rule,

The happiest that I know!  
But *I* can't feel the woes, that roll  
Over our *Teacher's* troubled soul,  
As fast the moments flow.

Yet well I know, she ne'er could show  
Such pleasant face, in such a place,  
Did she not love us so;

And though our wood, is seldom good,  
I dare to tell, we love her well,  
And fain our love would show.

We bring her flowers both gay and rare,  
To grace her desk, or deck her hair,  
With smiles as bright as day;  
We bring berries ripe and red,  
And then, how often she has said,  
"Keep those sweet smiles alway."

She chideth some, but 'tis in love,  
To kindly thus our faults reprove,  
Our angry passions quell.  
To show our sums, ere *trial* comes,  
To patient bear, and take such care  
To hear us read and spell.

The day is hot, my tasks forgot;  
With inky spot, my book I blot,  
My lessons bad as lost;  
I shut my books with angry looks,  
And think of brooks, and baited hooks,  
And feel my pleasures crossed.

Just then I spy my Teacher's eye;  
With gentle will, and winning smile,  
In tones of pleasant strains,  
She bids me take my hated slate,  
To look once more, my lessons o'er,  
"Oh! Henry try again!"

I try again—but tis in vain,  
Visions of brooks, and flowery nooks,  
Before my senses swim.  
I study with but half an eye,  
For I am sleepy, tired, and dry,  
And all the house is dim.

At last comes noon—"now boys for fun!"  
Our hearts are gay, and wild with play,  
We leave our lessons quite,  
We snuff the breeze, among the trees,  
Or bound along with shout and song  
Or grasp the hoop or kite.

We hear a *bawl*, within the hall,  
Out pops a nose, red as a rose,  
Resulting from a fight,  
A little fight—*all for the right!*  
Oh! sad, sad day, young children's play,  
A *trial* of their *might*.

Our teacher's face grows sad apace,  
She bathes the wound, and calls around  
The angry little crew;  
Like coo of birds, with loving words,  
She plants sweet peace, and troubles cease,  
And all's forgotten too!

Another comes! in haste he runs;  
"Miss B. shan't James stop calling names,  
"And stop his kicking, too"?  
Then James comes up, with angry strut,  
And says "that Tom the fuss begun,"  
"And hurt him on his toe."

The girls fall out, and sulk, and pout,  
And Mary cries, that Susan lies,  
And knocks her play-house down."  
Our Teacher's voice soon quells the noise,  
And then a kiss of tenderness  
Dispels each angry frown.

The ringing bell, our turmoils quell,  
Farewell to noise, and noontide joys;  
To lessons now we fly  
But soon is seen an urchin green,  
With yawning face, feet out of place,  
And sleepy, listless eye.

I say at once, "I'm not that dunce,"  
For *I will please*, (nor mind my ease,)  
Our Teacher kind and good.  
And I will learn my every task,  
Nor play, nor foolish question ask  
Till all is understood.

My Teacher's eye looks glad the while,  
 And well I know that meaning smile,  
     Bespeaks her joy of heart.  
 She feels that *some*, though fond of play,  
 Do love her still, and will obey,  
     And act a noble part.

Now school is out—Oh! what a shout!  
 Bonnets leave nails,—and dinner pails  
     Are scudding all around,  
 One little one, cannot go home,  
 His cap is lost, or on a post,  
     Perchance is on the ground.

But our kind Teacher *cares for all*,  
 And sure, her labors, large and small,  
     Should yield a *rich reward*.  
 And though she truly loves us so,  
 I wonder she can come and go  
     Among this motley horde!

M. A. L.

Farmington, Ct.

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#### SHOW ME, IF YOU PLEASE.

"WILL you please *show* me how to do this example?" said a bright-eyed little boy to the teacher one day—"please do; it is *so* hard, and I have tried *so* long and failed every time." It was not an uncommon question in Mr. D.'s school room. As often as the weary day came, these inquiries were filling the ears of the teacher—not altogether unwelcome sounds. It is pleasant to hear the youthful mind inquiring for the paths of knowledge—to listen to the oft repeated requests for that aliment, by which it alone can thrive and develop its own mighty resources. John was sent to his seat, with the very common answer, "I can not show you now," and at the same time commanded to do the thing himself. The boy cast a sour look at the teacher, and went to his seat, grumbling some bitter thoughts of disappointment.

But he began to reflect upon the words of the teacher: "*do it yourself*." They carried with them a peculiar charm and power. "Can I do it?" eagerly inquired the disappointed boy. "It may be possible," and for the twentieth time, half in spite and half in earnest, encountered the difficult problem. His vision seemed sharpened by the decisive answer of the teacher. He summoned new energy.



He conquered. You should have seen the fire kindle in his eye. It was a look of triumph. It was his *own* conquest. The foe he had prostrated had stood for a long time in his pathway of progress. He did not think he was able to the task of conquering.—This was a positive step in the highway of knowledge. It paved the way for another more decisive and brilliant. It might have been the turning point in all his career. Had the teacher complied with his requests, and done for him what was evidently his own work, it would have indulged in the pupil a spirit of indolence and indifference, fatal to all true progress. The most gigantic machinery often turns upon a very small point. The whole course of progress is not unfrequently marked by some Rubicon, some mount of trial which gives a characteristic complexion to all our future.

The little girl asked to be shown the difficult answer in geography. She was weary with searching, or, perhaps, more anxious to get her lesson, that she might engage in some pastime.—But she was treated in the same manner as the boy. She was not pleased with this treatment.—She did think it too bad, that she could not receive assistance in such emergency. But the task must be done. This she knew perfectly well. She renewed the search with greatly increased zeal and determination. The difficulty was conquered. She found the answer herself. This was treasured away safely in her memory. Gems dearly bought are most safely kept. Every one knows, that the facts which cost us most labor, are the longest retained in the memory. And what we can not secure in the storehouse of memory, can be of very little service to us. The main work of the teacher is to generate and encourage activity in the minds of his pupils. But the careless habits of "showing" them indiscriminately and continuously, is diametrically opposed to this result. Lead your pupils with a kind hand, but teach them that there is no easy, gilded pathway to the temple of knowledge, and that personal effort is the only key to those shining portals.—*New York Teacher.*

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#### BARON VON STEUBEN.

FROM perusing Kapp's Life of Steuben,\* we have been led to see how useful may be, as an example to us, fellow teachers, the choleric, zealous, humorous, patriotic German Baron whose name heads our paper.

\*Pronounced Stoyben.

1. As Inspector-General, his example may be made very useful. He did inspect. He inspected closely, regularly, and thoroughly. The ranks drawn up for his close inspection trembled, so sharp and unsparing was his scrutiny of arms, ammunition, and maneuver. The officers trembled no less than the privates. His idea of duty was high, but was just, and must be met by all whom he commanded.

Fellow-teachers, as Inspectors General, do you critically and often inspect the state of your schools, each one your own? the state, as concerns the actual supply of books, pencils, and other 'arms'? the state, as respects the regular habits of study, in school hours, and at home; the due advancement of each class not merely, in a mechanical nature, but the due advancement of each individual, also as befits his powers, tastes, and other means of progress? An unsparing examination, the thorough application of test measures, and questions, to learn the details of the actual state, and capability of your every scholar, and this applied in every proper manner, and at all suitable times, are very useful. They gird up the loins of the mind, stimulate the careful, alarm the indolent, and indifferent, and produce constant vigilance, as of those who are under the watchful eye of superiors, prompt to approve the faithful discharge of duty, and equally prompt to check all delinquents. Grateful scholars and parents will amply appreciate such inspection, if not for one reason, yet for another.

II. As Tactician, Baron Von Steuben founded the whole system of our army discipline, and exercise, duly organizing its regiments, battalions, companies, down the veriest minutiae, seemingly trifles, converted recruits into skillful troops; citizens into soldiers; zealous patriots into a thoroughly united, and disciplined army, whose evolutions astonished the veteran French officers. Method, and energy with tact, did all this. If ten thousand men can be thus maneuvered and physically or morally so trained, why should there be disorders in a school of only tens, or twenties, or even hundreds?

It makes me blush, fellow teachers, to remember as a visitor, what I have here and there seen, on the soil of good old Connecticut, in the way of schools, and houses, and books, much of which a tactician would reform by mere inspection; much more, by definite culture, well directed, for a few days or weeks;—aye in schools of high pretensions, and wide celebrity. Examine your nearest.

Citizens of Connecticut! it is your money, by tax or fund, or gift, that has founded and sustained the Public Schools. Do you inspect them duly? Do you know what your sons, your daughters have to learn, to see, to hear, daily, in the hours of their absence from the

hallowed fireside of Christian families? If teachers, you do. If parents also, you do, often to your sorrow. If only parents, and absorbed in business cares, pardon the earnest request that you will constantly and closely watch all the interests of the young, for this vigilance is the price of their liberty of soul, from the chains of ignorance and vice.

By all the merits, and honors of Peace over War, of Truth over Blood-shed, by all the worth of learning and goodness, fellow teachers, be induced, we urge you, so to watch, so to train, so to supply the young, that their numberless army may be more powerful, and gallant for good, an hundred fold, when of age, than any army with banners,—may win great, numerous, and lasting victories for Truth, and Holiness, to your honor as their leaders, and above all, to the glory of the "Prince of Peace."

And, your decorations shall be all-sufficient, in the day of award.

L. W. HART.

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#### TEACHERS AND NORMAL SCHOOLS.

IN a recent visit to some portions of the West, we took the opportunity to become acquainted, as far as possible, with its educational institutions. We saw much to approve in the systems and plans adopted. Though we visited few of the common schools or colleges, it being vacation, we met many earnest, thoughtful teachers and friends of education. The convenient and elegant buildings, and spacious grounds, also evinced, as far as outward objects can, the interest taken in public schools in many of the cities and larger towns in the West.

The great want now deeply felt, not only in the West, but also in the Middle States, is that of more competent teachers. This fact was expressed by nearly every State Superintendent of public instruction we saw, and by many others. There are many noble, earnest teachers in all these States, but there is still a demand for those who are properly qualified.

Some States are making extensive provision to educate teachers for their schools. We had the pleasure of meeting the Board of Trustees of the State Normal University of Illinois, at Bloomington, and were gratified to see so large a number of intelligent persons, representing different parts of the State, united in reference to the important requisites for the proper training of teachers. The exam-

ination of the Normal School closed the day we arrived, but we believe it was very satisfactory. We visited the new buildings now erecting for the institution. They are pleasantly situated, about two miles north of the city, and if completed according to the present plans, must furnish conveniences for the training of teachers, superior to any in this country.

We were present at the examinations of the Normal School of St. Louis, and of the Normal and High Schools of Chicago. Both of these institutions are in a high degree prosperous and very creditable to the cities by which they have been founded and supported. The exercises were interesting, and attended by school officers, and by a large number of citizens.

At the City Normal School of Philadelphia, we had the pleasure of listening to the exercises in vocal music. If the two hundred young ladies, engaging in the exercise, teach with as much enthusiasm and earnestness as they sung, they will be good teachers.

The Private Normal School at Lancaster, Penn., had about 180 in attendance, a large number of the students boarding in the building. The proprietors are now erecting an extensive addition to the already spacious building, and will soon be ready to organize under the new law of the State.

This institution has furnished excellent facilities for teachers from all parts of the State. When organized according to the present plan, we believe it will be one of the most efficient institutions of the kind in the land.

The Normal and Model Schools at Trenton have the best buildings now finished in this country. We passed an hour or two here, and left, feeling that this institution, if generously supported, with its present efficient board of instruction, must exert a great and good influence over the common schools and the whole educational policy of the State.

We have taken much pleasure and learned much in this hasty trip. If any one thought, more than any other, has been impressed upon us, it has been that of the change which has taken place in regard to the teacher's profession. Institutions are rapidly multiplying for the purpose of training teachers. Many annually graduate from these institutions, and yet the demand for teachers of the highest qualifications far exceeds the supply.

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**NORWALK.** The Union School in this place closed with a semi-annual examination July 28th and 29th. The exercises were very creditable to the school and attended by a large number of the parents and citizens, particularly the last day.

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If the two districts of this place were united, and a graded school with three or four departments established, it would be a great improvement.

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In Coscob district, we found a school with 57 enrolled; 40 present. Desks were furnished for 42.

The school taught by Miss Pond in the Steep Hollow district was small, 23 present, but at certain seasons of the year more than three times that number are enrolled.

The last two schools are good examples of country schools. The people in both districts have taken much pains to secure good teachers and have provided the rooms with Hartford desks. But the rooms are both too small for the number of children sometimes in the schools, and neither district has any play-ground.

NAUGATUCK. Henry Sabin, Esq., who had been very successful and acceptable as principal of the graded school here for the period of six years left a few months ago to take charge of a private boarding school at Middletown Point, New Jersey. He was succeeded by Mr. Hubert Johnson. As an evidence of the results of a good school it may be stated that Mr. Johnson and both of the other teachers were educated in this school under the charge of Mr. Sabin, the former principal.

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HORACE MANN. We regret the necessity of recording the death of this distinguished educator, but the irresistible summons has called him forever from earthly scenes and labors. For a score of years Mr. Mann had devoted himself with unsurpassed zeal and fidelity to the great work of education, and was instrumental in awakening public attention at the east and west to the important interests of Common schools. With the exception of the Hon. Henry Barnard, no man has labored with so entire a devotion to the object as Mr. Mann, and though his zeal sometimes led him to go further than his friends thought prudent, still it must be admitted that he has accomplished a noble work, and his name will ever be identified with the great interests of public schools. Mr. Mann died at Yellow Springs early in August, at the age of nearly 60 years.

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RESIGNATION. We learn from the Norwich papers that Mr. George Phelps, who has for the last four years been principal of the Junior department of the Broad Street School, has resigned his situation on account of ill health. On leaving, his pupils presented him with a gold-headed cane, while his associate teachers gave him a beautiful silver goblet. Mr. Phelps has been highly successful and uniformly popular during his connection with the school, and we sincerely regret that he is under the necessity of retiring from a post for which he is so well fitted.

**ASHFORD.** Mr. J. D. Gaylord, who has, during the last two or three years, been principal of Ashford Academy, has recently resigned with the view of taking charge of a high school at Oshkosh, Wisconsin. Mr. Gaylord is an accomplished teacher and an active friend of education. We are sorry to lose him from this state.

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TEACHERS' INSTITUTES.

THE Autumn Institutes will be held in the months of September and October, as follows :

At REDDING, Fairfield County, Monday, September 12.				
" SEYMOUR, New Haven	"	"	"	19.
" SAYBROOK, Middlesex	"	"	October	10.
" NORFOLK, Litchfield	"	"	"	17.
" POMFRET, Windham	"	"	"	24.

The exercises at the several Institutes will commence on the evening of the day named and be continued, daily, through the Friday following.

The people of the different towns have very kindly proffered their hospitality to all teachers who may attend, and it is hoped that many will avail themselves of the benefit of the Institutes.

An Institute for New London County, will be held in October, but we can not now state, with certainty, either the time or place. Notice will be given in our next.

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"STORIES FOR YOUTH." We are sorry to be under the necessity of omitting, for this month, two good stories for youth. They will appear in our next.

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ADVERTISEMENTS.

We would call the attention of our readers to the advertisements in this number.

Messrs. Harper & Brothers are publishers of many excellent books for school Libraries.

Messrs. Barnes & Burr, Appleton & Co. and S. S. & W. Wood of New York, and Crosby, Nichols & Co. and Bazin & Ellsworth of Boston, publish many excellent books for school use and for libraries.

Messrs. Cowperthwait & Co., of Philadelphia, advertise several works of rare merit. Warren's Physical Geography is the best work we know of for school use, and his other Geographies are highly commended by those who use them. They are all published in good style.

**GLOBES AND SLATES.** We would call the special attention of our readers to the advertisement headed "something entirely new,"—and assure them that the articles named are well worthy their attention. We have not space in this number to speak as we could wish of the merits of the new globe and slates,—but we hesitate not to say that we consider these two articles, as prepared by Mr. Candee among the most important and useful articles, for schools and families, ever presented to the public. We shall speak of them more particularly in our next. In the meantime, if possible, teachers, examine the slate globe and new slate. The articles are all that the advertisers claim for them.

**TALCOTT & POST.** We cordially commend these gentlemen, whose advertisement appears in this number, to the patronage of our subscribers,—assuring them that they will receive gentlemanly treatment and good bargains. They keep, in all respects, one of the very best stores in Hartford, and those who go to purchase of them may feel safe of fair and honorable dealings.

### BOOK NOTICES.

**The Microscopist's Companion;** a popular manual of practical Microscopy. Designed for those engaged in microscopic investigation, schools, seminaries, etc., and comprising selections from the best writers on the microscope; relative to its use, mode of management, preservation of objects, etc., to which is added a glossary of the principal terms used in microscopic science. By John King, M. D. 8 vo. 304 pp. Illustrated with 114 cuts. Cincinnati: Rickey, Mallory & Co.

This will prove a welcome and useful volume to those interested in wonders revealed by the use of the microscope. It contains a vast amount of information bearing up the use of the instrument and the manner of preparing objects for examination.

**Caesar's Commentaries on the Gallic War,** Elucidated by English notes, critical and explanatory, and illustrated by maps, plans of the battles, views, and a lexicon of all the words contained in the text. 12 mo. 351 pp. By N. C. Brooks, A. M. President of the Baltimore Female College. New York: A. S. Barnes & Burr.

This is a beautiful edition of the "Commentaries," and must meet with much favor. We heartily commend it to those who have occasion for works of this kind. The publishers have brought the book out in good style. The maps and plans add greatly to its interest and value.

**Sanders' Analysis of English words,** designed for the higher classes in schools and academies. By Charles W. Sanders, A. M. New York: Ivison & Phinney.

This is a 12 mo. book of nearly 250 pages, and appears to be well adapted to the wants of schools. Mr. Sanders is the author of several excellent school books, and this, we doubt not, will prove one of the most useful. It would be well if the plan presented in this book were more generally adopted in our schools.

**The Life of General Garibaldi,** the Roman soldier, sailor, patriot and hero, written by himself. With sketches of his companions in arms. Translated by Theodore Dwight, Esq. 330 pp. 12 mo. New York: A. S. Barnes & Burr.

This Autobiography of one of the most remarkable men of the present time will be received with interest by the many admirers of the hero. It is written in an interesting style and neatly published.